**Sinclair Community College - Continuous Improvement Annual Update 2011-12**

**Program:** **Nursing**

**Section I: Trend Data**

* 1. **Program Trend Data– Please include the three most recent years of data in each area so that trends may be examined.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2011** | **2010** | **2009** |
| **Students Admitted** | **240** | **240** | **240** |
| **Graduates** | **195** | **140** | **145** |
| **Attrition** | **81%** | **58%** | **60%** |
| **NCLEX –% 1st attempt****1Q****2Q****3Q****4Q** | **100%****96%****90%****N/A** | **92%****93%****94%****97%** | **100%****96%****98%****98%** |
| **Job placement** | **N/A** | **69%** | **87%** |

* + 1. **Course Success Rates – Please report the course success rates for:**
		2. **Degree and certificate completion (where applicable)**
		3. **Any additional data that illustrates what is going on in the program (examples might include course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)**

**Average nursing course success rate for 2010-11 was 92% which is above our 5 year trend of 91%. The following courses fell below this average during FY10-11, though they remain higher than the college and division average with the exception of NSG 133. NSG 133 has a very small class size (average 9) and when there are unsuccessful students the percentage is greatly impacted.**

**NSG 122: 80%**

**NSG 123: 84%**

**NSG 133: 77%**

**NSG 220: 80%**

**NSG 222: 83%**

* 1. **Interpretation and Analysis of Trend Data Included in the Section Above *Suggestions of questions that might be addressed in this section:***  *What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the program or department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

 **There is high interest in the nursing program with applications averaging about 28 per week. The current eligibility list consists of 285 qualified students – ready to enter the program on a space-available status. Enrollment in the program has been constant over the last 5 years with admission of 270 total students in each year. Ninety students begin their introductory nursing courses each quarter. This number includes 10 LPN to RN track students, 18 to 20 students entering through Accelerated Admission for Academic Achievement (AAAA), and 10 students through SHARE (**S**tudents with** H**igh** A**chievement for** R**apid** E**nrollment). The SHARE Program is a partnership with Wright State University. Currently there are 462 students enrolled in the program from NSG 120 to NSG 230. Additionally, in fall 2011, 10 students were also admitted in the LPN to RN transition track at the Miami Valley Career Technology Center (MVCTC).**

 **During the FY 2008-2009, a surge of students were readmitted to the program, contributing to the increase in the number of graduates during 2011. Typically, attrition rates are attributed to unsuccessful completion of courses early in the program as students are adjusting to the rigor and commitment necessary for success. Additionally, some students incur life issues leading to withdrawal from the course with the intention of reentering the program after resolution of these issues. This delays completion of the program and factors into the percentage of overall program completion. Changes are not anticipated as a result of this data due to the curriculum adjustments underway for the semester conversion. Furthermore, we hope to propose increasing the admission GPA from 2.0 to 2.5, and increase the number of students admitted each term through the AAAA program. These changes are expected to bring students better prepared for success into our program which we anticipate will improve attrition in the early courses as well.**

**Upon graduation students must successfully pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to become Registered Nurses (RN). The national average for the NCLEX-RN in 2011 is 88%. Sinclair’s success rate has remained above the state/national average as well as above our goal of 90%.**

**The Dayton economy continues to have an impact on the hiring practices of health care organization; consequently, 2010 job placement percentage decreased to 69%. However, it is anticipates that there will be an increase in hiring with recovery of the economy as well as vacancies due to the retirement of the aging RN workforce.**

**Section II: Progress Since the Most Recent Review**

1. What was the fiscal year of the most recent Program Review for this program? (The most recent Program Review self-study can be found at <http://www.sinclair.edu/about/administrative/vpi/pdreview/> ). **2004-2005**
2. Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study (this section of the Self-Study asks “What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations”)?

**A summary of the goals listed in Section IV, part E, of the 2004-2005 Program Review included:**

1. **Growth in distance learning and increased computerized course enhancements.**
2. **Anticipated growth into Warren County, and MVCTC.**
3. **Anticipated funding for an online RN Refresher course.**
4. What Recommendations for Action were made by the review team to the most recent Program Review?
5. **Continue to develop and implement innovative strategies to grow future qualified, diversified faculty resources.**
6. **Investigate an alternative admission policy that will reduce attrition and erosion of basic skills.**
7. **Continue to pursue innovative strategies for Continuing Education in the profession.**
8. **Continue with department’s plan to aggregate the direct measures of student learning.**
9. **Continue to pursue implementation of General Education outcomes within the nursing program outcomes.**
10. Have the goals in your self-study changed since your last Program Review Self-Study as a result of the Review Team recommendations or for any other reason?  If so, please describe the changes.
* **Goal #3 —Funding through a grant from the** [**Health Resources and Services Administration (HRSA)**](http://www.hrsa.gov/) **ended after a 4 year period. This grant established a successful Online RN Reentry Program recognized by the Ohio Board of Nursing and available nationwide offering continuing education (CE) credits through the American Nurses Credentialing Center (ANCC) and the Ohio Nurses Association. Advertising through state nursing journals brought participants from a number of states.**
* **Action #3 – The Nursing Continuing Education Program moved from the nursing department into Workforce Development as part of a college-wide plan to consolidate all continuing education. The Online RN Reentry Program and online nursing continuing education program ended, but the Nursing Department continues to be a provider unit through the Ohio Nurses Association (ONA). The offering of nursing CE will continue on a smaller scale with “faculty directed” programs for select groups and for the nursing faculty. The nursing department continues to facilitate achievement of CE offerings for staff and colleagues in the professional community.**
1. What progress has been made toward meeting any of the goals listed in the sections above (b, c, and d) in the past year?
* **Goal #1 - Growth in distance learning and computerized course enhancements**
* **Each course in the program now has some form of computerized enhancement that is presented to the students through the Angel course shells. We are considering mandating that each course have basic requirements of the grade book, attendance and a teaching syllabus for consistency.**
* **Goal #2 - Anticipated growth into Warren County and MVCTC**
* **Plans to expand the nursing program at the Courseview campus in 2014 are under consideration. Original planning began in response to the ending of an associate degree in nursing offered by Miami University. As that program ended, discussion began for Sinclair to fill the need for nursing education in Warren County.**
* **Collaboration with Miami Valley Career Technology Center (MVCTC) resulted in offering one section of the LPN to RN Transition Course (NSG 132/133) to a select group of 10 Licensed Practical Nurses (LPN). These students will be able to move through the full curriculum continuing to meet at MVCTC. The timeline for a second cohort is being discussed.**
* **Action#1 - Continue to develop and implement innovative strategies to grow future qualified, diversified faculty resources.**
* **Faculty hired since 2007 are involved in Development Activities through the Center for Teaching and Learning.**
* **The department hired 1 annually contracted faculty members to help fill openings left by the retirement of 3 full time tenured faculty. Two retired effective December 31, 2011. The third will retire at the end of Winter Quarter 2012.**
* **We currently support one “Grow Our Own” faculty who is enrolled in a graduate nursing program.**
* **Action #2 - Investigate an alternative admission policy that will reduce attrition and erosion of basic skills.**
* **AAAA and SHARE students are admitted to the program as part of the alternative admission policy mentioned in the Program Review Summary. Studies are nearly complete on determining retention and success of these students.**
* **We anticipate raising the entry GPA to 2.5 and increasing the number of students admitted thru AAAA beginning fall term 2012. The SHARE admission route will be eliminated at that time with students encouraged to apply through AAAA.**
* **Action #4 - Continue with department’s plan to aggregate the direct measures of student learning.**
* **Data collection is taking place in several areas of the program. The technique of collaborative testing is in place in NSG 220. Faculty are tracking students to determine future success following this course. Keri Nunn-Ellison and Wanda Jelus are in the final stage of analysis with identification of student perceptions of variables influencing success to recognize what factors may be areas for focus.**
* **The curriculum committee is investigating changes to the clinical evaluation tool which is one measurement of student performance.**
* **Action #4 will be an area of focus for 2012.**
* **Action #5 - Continue to pursue implementation of General Education outcomes within the nursing program outcomes.**
* **Inclusion of a virtual study guide on communication throughout the program gives students an ongoing exposure to nuances of therapeutic communication within each course in the program.**
* **Action #5 will be an area of focus for 2012.**

**Section III: Assessment of Outcomes**

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

|  |  |  |  |
| --- | --- | --- | --- |
| **Nursing** Program Outcomes | In which courses are these program outcomes addressed?  | Which of these program outcomes were assessed during the last fiscal year?  Program outcomes that were addressed in previous years are indicated. | Assessment MethodsUsed |
| 1. Acknowledge the influence of diversity on patients, their significant others, and members of the health care team.
 |       | ASSESSED IN FY 08-09 | *
 |
| 1. Demonstrate caring behaviors in providing nursing care.
 |       | ASSESSED IN FY 08-09 | *
 |
| 1. **Apply critical thinking to the steps of the nursing process to make decisions related to nursing care.**
 | **NSG 230** |  | * **Clinical Evaluation Tool, LRP Case Scenarios**
 |
| 1. Implement nursing care that promotes balance in human responses to actual or potential health problems.
 |       | ASSESSED IN FY 09-10 | *
 |
| 1. Demonstrate safe performance of required nursing skills.
 |       | ASSESSED IN FY 09-10 | *
 |
| 1. **Apply principles of effective and therapeutic communication with patients, their significant others, and members of the interdisciplinary health care team.**
 | **NSG 230** |  | * **Clinical Evaluation Tool, LRP Case Scenarios**
 |
| 1. **Implement teaching that is effective in promoting health or preventing illness.**
 | **NSG 230** |  | * **Clinical Evaluation Tool, LRP Case Scenarios**
 |
| 1. **Plan and deliver nursing care to a group of patients in collaboration with other registered nurses.**
 | **NSG 230** |  | * **Clinical Evaluation Tool, Journal Entry #2, Concept Map Rubric, Preceptor Evaluations**
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| 1. **Assume responsibility and accountability for meeting ethical and legal standards of the profession.**
 | **NSG 230** |  | * **Clinical Evaluation Tool, LRP Case Scenarios**
 |
| 1. **Recognize the importance of maintaining competency through life-long learning.**
 | **NSG 230** |  | * **Clinical Evaluation Tool**
 |

1. For the assessment methods listed in the table above, what were the results?
* **PO #3**
	+ **100% of students received a score of 3 or 4 (1-4 scale) in the area of Provider of Care on the Clinical Evaluation Tool**
	+ **Completion of LRP Case Scenarios and participation in discussion.**
* **PO#6:**
	+ **100% of students received a score of 3 or 4 (1-4 scale) in the area of communication on the Clinical Evaluation Tool.**
	+ **Completion of LRP Case Scenarios and participation in discussion.**
* **PO#7**
	+ **100% of students received a score of 3 or 4 (1-4 scale) in the area of Teacher and Member of Discipline on the Clinical Evaluation Tool.**
	+ **Completion of LRP Case Scenarios and participation in discussion.**
* **PO#8:**
	+ **100% of students received a score of 3 or 4 (1-4 scale) in the area of Provider of Care and Manager of Care on the Clinical Evaluation Tool.**
	+ **100% of students successfully carried a full patient load (based on assigned unit) by end of clinical course.**
	+ **Rating of 4 or 5 (1-5 scale) in each area of preceptor evaluation.**
	+ **Passing Rubric score on concept map.**
* **PO#9:**
	+ **100% of students received a score of 3 or 4 (1-4 scale) in the area of Member of Discipline on the Clinical Evaluation Tool.**
	+ **Completion of LRP Case Scenarios and participation in discussion.**
* **PO#10:**
	+ **100% of students received a score of 3 or 4 (1-4 scale) in the area of Teacher and Member of Discipline on the Clinical Evaluation Tool.**
1. Were changes planned as a result of the data? If so, what were those changes?

**We need to give consideration to the usefulness of the data we are collecting. Currently, a rating on the Clinical Evaluation tool of at least 3 is required in ALL areas to pass clinical. This may be resulting in inflation of grading for students who are excelling in most areas but have 1 or 2 areas to work on. We are considering a different approach to ensure the data is more meaningful to both student and faculty. This will assist us with identifying strengths and weaknesses in the program. However, this change will require much work and faculty buy-in. Therefore, the earliest this could be implemented is in the semester conversion and evaluation of effectiveness will be at least a year later.**

1. How will you determine whether those changes had an impact?

**We will know if the changes to the Clinical Evaluation Tool are successful when we are able to clearly demonstrate to students their strengths/weaknesses and ultimately look for trends in the program.**

c) Starting with next year’s Annual Update, this section will ask about assessment of general education outcomes. For FY 2012-13, you will be asked how the department is assessing Oral Communication and Written Communication in your courses, and in addition you will be asked to share the results of those assessments. Please be prepared to address this in next year’s Annual Update.

* **We have the following opportunities to evaluate Oral & Written Communication:**
	+ **The scholarly paper in all NSG 230 sections results in 30% of student’s final grade. This paper is graded for content (15), References (10) and Format (5).**
	+ **Community Class Presentation in all sections of NSG 230 results in 20% of the student’s final grade. This is an oral presentation and also includes a rubric.**

d) Does your department have courses where there are common assignments or exams across all sections of the course? If so, please list those courses, and indicate whether you are currently examining results across all sections of those courses.

* **As above (c) for NSG 230**
* **Our curriculum includes common assignments for reflective journals and community family projects for each NSG course. We are considering the use of a common rubric for these as we determine which assignments will continue under the semester curriculum.**

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 09-10:** What other improvement efforts did the department make in FY 10-11?  How successful were these efforts?  What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to address them in the coming year.
* **Most of the focus for the previous year has been on the issues found during our site visit by the Ohio Board of Nursing (OBN). Though most of the concerns stemmed from record keeping and workflow, we have worked to educate the faculty on their role in the workflow as well as ensuring our processes are perfected. Redundant processes have been put in place to assure compliance in all areas.**
* **Strengths of the program: Outcome data remain strong.**
* **Weaknesses of the program: Attracting and retaining quality masters prepared faculty continues to be a challenge. Collection and analysis of aggregate data is also a focus.**
1. **FY 10-11:** What improvement efforts does the department have planned for FY 11-12? How will you know whether you have been successful?
* **The focus of our department efforts for the coming year involve four major events:**
	+ **Successful site visit in April 2012 with Ohio Board of Nursing resulting in return to full approval by the OBN.**
	+ **Seamless transition of curriculum into semester format**
	+ **Successful re-accreditation in October 2012 with National League for Nursing Accrediting Commission site visit**
	+ **Complete SCC Program Review, Fall 2012**

Questions regarding completion of the Annual Update? Please contact the Director of Curriculum and Assessment at 512-2789 to schedule a time to review the template and ask any questions.